Scottish Government

Malawi Development Programme 2015-2018

End of Year Report – Part 1 of 3

This narrative report should be submitted together with your updated logframe and financial report.

PLEASE READ ATTACHED GUIDELINES BEFORE COMPLETING THE FORM

1.	Basic Project Information	
Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.		
1.1	**Project Reference Number**	M/15/E/012
1.2	**Reporting Year**	**From:** 01/04/2017 **To:** 31/03/2018
1.3	**Project Year** (e.g. Year 1)	Year 3
1.4	**Name of Lead Organisation (Grant Holder)***	Voluntary Service Overseas (VSO)
1.5	**Name of Partner(s)***	• One Billion. • Ministry of Education, Science and Technology (MoEST). • University of Nottingham in conjunction with University of Malawi.
1.6	**Name of Project***	Unlocking Talent through Technology: Improving learning outcomes of primary school children in Malawi
1.7	**Project Description***	VSO has partnered with One billion to address the challenges confronting primary education in Malawi using mobile tablet technology in the classroom that improves learners' numeracy and literacy skills, improves teachers' learner centered pedagogical skills, and encourages community involvement in children's learning. These tablets will additionally enable Malawian teachers and students to share knowledge and best teaching practices with a linked primary school in Scotland. The project will be implemented in 10 primary schools working with the Teacher Training College in Malawi's Kasungu District. Learners will obtain access to the tablets at scheduled intervals to improve their learning outcomes; pre-service and in-service training will be undertaken with teachers to build their skills / knowledge in using mobile tablet technology and school leadership will be trained to integrate mobile technology into their schools. The solar-powered tablet classrooms will be supervised by teachers and availed to 3,741

1. Basic Project Information

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		Standard 1 and 2 learners as primary outcome.
1.8	**Project Country/ Region***	Malawi/Southern Africa
1.9	**Project Start & End Date***	**Start:** 01/04/2015 **End:** 31/03/2018 (recently granted 6 month extension to 30/9/18)
1.10	**Total Project Budget***	£600, 000 (plus extension of £113,025,total £713,025)
1.11	**Total Funding from IDF***	£600, 000 (plus extension of £113,025,total £713,025)
1.12	**IDF Development Priorities** Please tick the box next to the development priority/priorities that your block grant aims to address	☐ Health ☒ Education ☐ Civic Governance ☐ Sustainable Economic Development ☒ Renewable Energy
1.13	**Supporting Documentation** Check box to confirm key documents have been submitted with this report	**Up-to-Date Logical Framework (LF)** ☒ summarising progress against relevant milestones for project activities, outputs, outcomes and impact. Please indicate (check box) if you have proposed ☐ amendments to your LF since your last report. If so, please detail any changes in Q3.2 Please indicate (check box) if the LF submitted ☐ has been approved by the Scottish Government.
		End of Year Financial Report ☒
		Proposed Revised Budget (if applicable) ☐
	Please list any further supporting documentation that has been submitted	Other, please detail
		Case study Publication: (MaSP news bulletin for March 2018) Long-term Outcomes and Process Evaluation (September 2017) Quarterly Monitoring and Reporting (October – December 2017)
1.14	**Response to Previous Progress Reviews**	**Scottish Government's comments on previous reports (State which):**	**Action taken since received:**
1.15	**Date report produced**	**25 April 2018**
1.16	**Name and position of**	Name, Position: **[REDACTED]** Project Manager

1.	**Basic Project Information**	
Complete the information below for management purposes. Please indicate in the relevant section whether any changes to your basic project information (e.g. partners, geography, project dates or budget) have occurred during this reporting year. Explanations should be provided in section 3.		
	person(s) who compiled this report	and Name, Position: **[REDACTED]** Partnership Manager (Scotland) :
1.17	**Main contact details for project, if changed**	The main contact remains **[REDACTED]**,Partnership Manager (Scotland)

Signed   **by_[REDACTED]**_____

Date_____27/4/2018_____

Designation on the Project_____Partnership Manager (Scotland)_____

2.	**Project Relevance**
2.1	**Project Beneficiaries** Does the project remain relevant to the context and the beneficiaries with whom you are working? Please justify this in a short paragraph below.
	The project remains relevant and the target beneficiaries remain the standard 1 and 2 learners. These learners are supported with well-trained in-service teachers in Unlocking Talent with funding from Scottish Government. The project has reached a total of 6,318 standard 1 and 2 learners since its inception in April 2015i.e. 3,289 boys and 3,029 girls from 11 primary schools in Kasungu district. In year one 985 learners (i.e. 477 boys and 508 girls) from two schools, i.e. Kasungu Demonstration and Kamuzu LEA primary schools were reached with DET. In year two the learners that accessed DET was 2,584 i.e. 1,405 boys and 1,179 girls. This was due to 5 further schools became operational i.e. Chilanga Sighted,Chipanga, Dwangwa, Kasungu LEA and Nthema. In year three 3,734 learners benefitted from DET. This comprised 1,884 boys and 1,850 girls. The figures went up as Chankhanga, Chiphaso Boys, Chiphaso Girls and Suza primary schools became functional with DET. Furthermore the Unlocking Talent through Technology has reached a total of 110 primary schools in Malawi with funding support from Scottish Government, Royal Norwegian Embassy, UNICEF, Comic Relief and DFID.
2.2	**Gender and social inclusion** Please describe how your project has worked to ensure that women and girls, and other vulnerable groups (as appropriate) benefit from the project. Describe any

	challenges experienced in reaching vulnerable people and how these have been overcome.	
	The project continues to target both girls and boys in standard 1 and 2 classes. Learners with Special Needs are also included in Digital Education Technology lessons. There are 263 learners with special needs (147 boys and 116 girls) in total. The children with special needs such as hearing impairments have had additional support to access the technology through use of headphones which help to amplify the sound.

Sensitization meetings about the project were conducted in communities where the schools are and target people were; chiefs, men, women, girls and boys. Capacity building was conducted for both male and female in-service teachers, male and female TTC lecturers, male and female Primary Education Advisors and head teachers as well as male and female School Management Committee members.

An initiative was taken to take school leadership i.e. PEAs and head teachers to Montfort Special Needs Education College for a two days learning visit on how learners with different impairments can be identified and which teaching and learning methodologies could be employed to enable such type of learners get maximum learning. The future plans are to have all in-service teachers trained on the same. | |
| 2.3 | **Accountability to stakeholders**
How does the project ensure that beneficiaries and wider stakeholders are engaged with and can provide feedback to the project? What influence has this had on the project? What challenges have been experienced in collecting and acting on beneficiary feedback? | |
| | The stakeholders are engaged through National Steering Committee meetings, District Steering Committee meetings, Annual teacher meetings, and monitoring review meetings to share progress, learning and good practice about the project. The learners are involved through open day events where they express how the project has been of benefit to their lives. This has enhanced efficient delivery of the Unlocking Talent program in the targeted schools as best practices of increasing time that the learners spend on the technology was replicated across the targeted schools.

Action plans were developed to resolve some of the challenges raised by stakeholders e.g. issue to do with the network which Airtel, the service provider is looking into; solving of minor technical issues which the Unlocking Talent Technical Officer conducted a training for all the; Learning Centre Coordinators, District Education Management Information System (dEMIS) and Zonal Education Management Information System Officers (zEMIS) under Kasungu District Education Office.. | |

3.	Progress and Results

This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

| 3.1 | **Changes to Project Status**
Has the focus or delivery of your project changed significantly over the last financial year? If so, please explain how and why, and attach copies of all relevant correspondence with the Scottish Government. |
|---|---|
| | The proposed focus and delivery has not changed. |

3.	**Progress and Results**
	This narrative report on project performance and results will be reviewed together with your revised and updated Logical Framework (or if not yet approved your original Logical Framework). See Guidelines (Annex 1) for details.

3.2	**Changes to the Logical Framework**
	If changes have been made to the logframe since the previous financial year please describe these below. Please also provide evidence (e.g. copies of correspondence) that these changes have been agreed with the Scottish Government. If you would like to make changes to your logframe, but these have not yet been approved by the Scottish Government, please describe and justify in detail the requested changes below – and highlight the proposed changes in the revised logframe.

Result Area/ Indicator	**Proposed/ Approved Change** (please clarify and evidence below)	**Reason for Change**
N/A		

3.3	**Gaps in Monitoring Data**
	If baseline or monitoring information is <u>not</u> available, please provide an explanation below. Where monitoring data has been delayed (since previous report), please provide an indication of when and how it will be made available to the Scottish Government.
	Base line already shared with the Scottish Government

3.4	**Project Outputs**
	In the table below, please list each of your project outputs, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data in line with logical framework, case studies, web-based information, reports etc) where possible.

Output 1: *Improved access for learners to Digital Educational Technology and attainment of technical capacity to maintain and upgrade infrastructure*

Output Indicator	**Progress against Planned Milestone/ Target**
1.1 *Mean time (hours) children access technology content per week*	0.47 hours per week is the mean time children at Kasungu Demonstration school access technology as compared to the planned 2 hours per week. This is because of difficulties in timetabling and maximising the utilisation of learning centres as a result of a drop in the number of teachers. A recent policy change by the Ministry of Education has also introduced a new ratio of 1 teacher to 60 children. The timetabling issue has been compounded by extra school activities associated with the introduction of the national reading programme into schools. As a way forward UT implementing schools are using headphone splitters to allow more learners access Digital Education Technology and also maximise the use of the learning centre. Meanwhile we have been working with each school to optimise access. We also conducted a refresher training of all the teachers in the 11 schools on the onecourse app; and had several learning visits between the zones and districts to learn best practices from other schools. One notable example is the inclusion of all the

3.	**Progress and Results**	

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		teachers in the school on the UT timetable so that each has a turn to take a group of learners to the learning centre.
	1.2 *Number of public institutions e.g. clinics, schools accessing renewable energy*	Eleven primary schools in Kasungu (i.e. Chankhanga LEA, Chilanga Sighted, Chipanga, Chiphaso Boys, Chiphaso Girls, Dwangwa, Kamuzu LEA, Kasungu Demonstration, Kasungu LEA, Nthema and Suza) are accessing renewable energy through the Unlocking Talent project. A learning centre was identified at each school and installed with solar equipment to enable learners use the tablets to learn mathematics, reading and writing. The planned target was 10 schools but we exceeded with one school because Chiphaso campus is a catholic institution with two different schools i.e. a boys and girls school respectively separated by just a wall. In order to meet social inclusion and gender standards, we opted to offer this DET to these two schools.
	1.3 *Number of teachers with DET learning and teaching methodologies*	A total of 420 teachers (i.e. 204 males and 216 females) were trained and they have DET learning and teaching methodologies. These include 268 in-service teachers (89 males and 179 females), 4 Primary Education Advisors (3 males and 1 female), 105 pre-service teachers (79 males and 26 females), and 43 TTC lecturers (33 males and 10 females). This is against the planned target of 579 teachers (274 males and 305 females). The reduction in numbers is mainly due to the fact the 192 pre service students that were sensitized for training were deployed to schools far away from the Unlocking Talent schools. The end result was to deal with those at UT implementing schools and other schools closer to UT schools i.e. 105 student teachers. The other reason for not meeting the target is because no training of pre-service teachers took place in years 1 and 2 because prior to the training delivery a number of activities needed to be undertaken with all public Teacher Training Colleges implementing the project e.g. the harmonization of the ICT syllabus, the review of the Unlocking Talent training manual and development of ICT/Unlocking Talent handbook.
	Output 2: *1,870 teachers have increased capacity to utilize technology and improve their pedagogy*	
	Output Indicator	**Progress against Planned Milestone/ Target**
	2.1 *Number of pre-service teachers trained in Digital Educational Technology competency*	A total of 192 pre-service teachers (i.e. 154 males and 38 females) from Kasungu TTC were sensitized in DET. Tutors from the TTC then conducted training of 105 pre-service teachers (79 males and 26 females) to enable them to better support schools where Unlocking Talent is being implemented.

3.   Progress and Results

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	standards	This is against the target of 1000 males and 800 females. This is because there was need to first of all harmonize public UT implementing TTCs ICT syllabi, review the Unlocking Talent training manual and develop ICT/Unlocking Talent handbook. As a result in years 1 and 2 the preservice teachers were neither sensitized nor trained in Digital Education Technology. Despite training the TTC lecturers as trainers in unlocking talent, there was a challenge regarding the delivery of the training. Prior to the training delivery a number of activities needed to be undertaken ;reviewing the UT training manual, harmonising different public TTCs ICT syllabus, and development of ICT handbook in which UT is incorporated. These activities took some time hence the delay in the training of pre-service teachers. Enrolment at TTCs depends on bed capacity. The new enrolment at Kasungu TTC is 449 i.e. 356 females and 93 males who are going to be trained by September 2018.
	2.2 *Number of in-service teachers trained in Digital Educational Technology competency standards*	A total of 268 in-service teachers (i.e. 89 males and 179 females) from 11 primary schools were trained in DET competency standards using a developed UT training manual. This is against the target of 70 in service teachers (16 males and 54 females), meaning that the 11 schools have more teachers than the number originally planned.
	2.3 *Percentage of teachers who understand Digital Education Technology and concepts*	85% of the teachers trained understand Digital Education Technology and concepts. The schools developed a UT timetable where all the in-service teachers in UT schools are allocated a period to supervise the learners in the learning centre and provide required support. The pre-service teachers that were attached to UT schools were also put on the timetable to offer support to standard 1 and 2 learners after being trained. TTC lecturers conducted capacity building of pre-service teachers to equip them with UT skills and knowledge to support the learners.
	2.4 *Improving teacher training across primary and secondary stages*	A total of 420 teachers (i.e. 204 males and 216 females) were trained and they have DET learning and teaching methodologies. These include 268 in-service teachers (89 males and 179 females), 105 pre-service teachers (79 males and 26 females), 4 Primary Education Advisors (3 males and 1 female) and 43 TTC lecturers (33 males and 10 females). On pre-service teachers, initially a total of 192 (i.e. 154 males and 38 females) from Kasungu TTC were sensitized in DET when they were about to go for teaching practice. Tutors from the TTC then conducted training of 105 pre-service teachers (79 males and 26 females) to enable them

3. Progress and Results

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		better support schools where Unlocking Talent is being implemented. This is against the target of 1,016 males and 854 females.

Output 3: *Improved capacity of schools to manage and integrate Digital Education Technology into teaching*

Output Indicator	Progress against Planned Milestone/ Target
3.1 *Percentage of schools with functional Digital Education Technology that meets the needs of teachers and students*	110% of schools have functional Digital Education Technology that meets the needs of teachers and students. This is against the target of 100% The planned target was 10 schools but we exceeded with one school because Chiphaso campus is a catholic institution with two different schools i.e. a boys and girls school respectively separated by just a wall. In order to meet social inclusion and gender standards, we opted to offer this DET to these two schools.
3.2 *Percentage of schools with at least one member from the school leadership trained in the use of Digital Education Technology*	110% of schools have at least one member from the school leadership trained in the use of Digital Education Technology. This is against the target of 100% because Chiphaso Girls Primary School was included in the programme to bring greater social inclusion and gender balance.

3.3 *Educational improvement – self-evaluation/inspection*	Inspection was done by District Education Inspectors at district level for all the 11 UT schools using the Malawi National Education Standards (NES) as a bench mark, and reports were shared with the VSO office. There are 26 NES of which 12 are relevant for the unlocking talent project.
	
	The findings are in three categories i.e. outcomes for students, the teaching process, and leadership and management.
	Outcomes for students:
	• NES 1 – Learning in lessons
	  ✓ The children in all the eleven schools enjoyed using the tablet technology and they were motivated. Most of them progressed at an appropriate rate. In most schools learners were able to explain clearly what they had learnt. Finally, some learners when asked how they came up with answers to questions, explained it clearly.
	
	• NES 2 - Students' outcomes in the curriculum
	  ✓ There was evidence that children were using the knowledge developed in the Learning Centre in order to develop Mathematics/language skills in the normal

3. **Progress and Results**

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classroom. For example, during Chichewa lesson, some learners assisted in giving out the letter sounds developed in the Learning Centre.

- NES 3 – Attainment across the school
  - ✓ The data from the unlocking talent programme and normal classroom assessments showed that children were achieving the level for their stage. However, there were some learners who were still struggling, mainly those who were not coming to school regularly. The children were able to transfer knowledge gained in the learning centre to other learning areas. For example, during copying letters in Chichewa lesson; drawing different structures of animals during English, Chichewa and Expressive Arts lessons

- NES 4 – Students' participation in education
  - ✓ It was observed in all eleven schools where UT activities are conducted that attendance has really improved. Through interviews and observation, UT implementing schools have higher attendance than those not doing the project.

- NES 5 – Students' behaviour and involvement in school life
  - ✓ Observation across the eleven learning centres in eleven schools showed that learners were well disciplined. They did everything orderly, following instructions from the teachers. They settled quickly and stayed focussed on the tasks in the learning centre.

The teaching process
- NES 10 – Well planned lessons
  - ✓ Teachers and head teachers used the data from the UT programme when planning activities for the normal classroom by planning for remedial lessons to assist those having difficulties in the learning centre. The classroom tasks reinforce and build on the UT tasks as the concepts learnt are similar.

- NES 11 – Teaching for effective learning
  - ✓ Teachers used group work and pair work to promote discussion in Mathematical problems and language issues. They went around giving

3.   **Progress and Results**

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assistance to individual learners having different tasks/topics in the learning centre.

- NES 12 – Accurate and constructive use of Assessment
  - ✓ The way learners perform in both oral and written assignments is a clear evidence teachers could provide to show how learners could apply knowledge learnt in the UT programme. Teachers assessed learners regularly on both work learnt in the learning centre and normal classroom to check their level of their understanding. The teachers across the schools formulated relevant assessment items with both low and high order questions.

- NES 13 – Teaching which meets the needs of all Students
  - ✓ The assessment information is used for planning remedial lessons and who to assist. A range of reaching methods is used to accommodate both slow and fast learners.

Leadership and management
- NES 16 – School self-evaluation and improvement
  - ✓ The UT programme is included in the School Improvement Plan (SIP) to support the programme in all the eleven schools.
  - ✓ Data is collected and analysed by the head teacher and members of the Management team in order to demonstrate the impact of the programme.

- NES 18 – School leadership
  - ✓ Senior staff across the schools demonstrated how they monitored planning and assessment to ensure effective links between the UT programme and learning across a range of context.

- NES 25 – Management of material resources
  - ✓ UT resources were well organised and managed following the guidance in the UT training manual. So far, teachers do not use locally sourced materials to support children in the learning centre because theIpads are a good resource i.e. they contain all the necessary resources required for teaching and

3. Progress and Results

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		learning.

	Output 4: *100 community members understand new technology and its value in the achievement of children's learning outcomes*	
	4.1 *Number of school committee members trained on technology*	273 school committee members (107 males and 166 females) from 11 UT implementing primary schools were trained on technology. These comprised PTA members 57 males and 40 females; SMC members 50 males and 46 females; 80 mother group members. This is against the target of 100 people because instead of focussing only on 99 School Management Committee (SMC) members from 11 schools, it was seen as important to train representatives from Parents Teacher Association (PTA) and Mother Groups as well so that there is more support and ownership of the programme.
	4.2 *% of school committee members demonstrating understanding of technology*	110% of school committee members demonstrate understanding of the technology. This is against the target of 100 because apart from SMC members, PTA and Mother group members also have the knowledge after undergoing the training.
	4.3 *Leadership and accountability for head teachers, decentralisation and local management*	115 school leadership members are accountable for the UT project. 3 PEAs and 2 Education inspectors monitored and inspected the 11 UT implementing schools respectively to support head teachers in ensuring that the intervention is bearing required learning outcomes. The 99 trained SMC members together with head teachers from the 11 primary schools have incorporated unlocking talent into their School Improvement Plans (SIP) as part of ownership e.g. maintenance of small defects in the learning centres and also procurement of curtains for the windows. This is against the target of 100 because more players came in to ensure the project is well managed in the district.

	Output 5: *Effective project engagement with key stakeholders to achieve long-term positive learning outcomes for primary school children*	
	5.1 *Number of steering committee meetings convened to review findings and plan*	Six meetings were conducted and these included: Two National steering committee meetings which took place in May and December 2017 where there was sharing of progress of the project as well as learnings and best practices at national level from various districts implementing unlocking talent project. The members were from Ministry of Education Headquarters, District Education Offices, Schools and VSO office. Two District Steering Committee meetings took place in

3. Progress and Results

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		Kasungu in November 2017 and February 2018 with an aim of sharing learning and best practices taking place in UT schools in Kasungu. Two Malawi Scotland Partnership meetings were attended. The first one was an Education Strand meeting that was held in November 2018 at the Directorate of Advisory and Inspectorate Services where the following items were shared: key issues from the Education sector; challenges and opportunities in the Education sector; experiences from CSOs on Scottish Government funded project; Scotland updates; as well as areas of collaboration and joint working. The Malawi Scotland 2018 Annual Symposium took place in March 2018 at Bingu International Conference Centre whose main theme was 'Malawi beyond Aid'. The symposium was graced by the Minister of Foreign Affairs and the agenda items among others included presentation of video awards of which VSO' unlocking talent scooped third position; presentation on thematic areas; and strand discussions.
	5.2 *Number of articles about Digital Education Technology in primary education published*	Two articles about Digital Education Technology in primary education were published i.e. one in December 2017 on Zodiak Broadcasting Station about UT Open day event which took place in Kasungu; and the other one appeared in a Malawi and Scotland monthly news bulletin of March 2018 after the symposium. Both articles were talking about unlocking talent project's progress, outcomes, impact and future plans.
	5.3 *Effective M&E in place, access to online monitoring, and periodical feedback is used for course correction*	VSO's M&E Manager carried out 1 monitoring visit and meeting with stakeholders at district level to gather information on UT in terms of number of direct and indirect beneficiaries, success stories and challenges. The following were the findings: • Teachers find it easier to manage a class that is in the learning centre than in the normal classroom because learners go in groups to the learning centre. • Teachers learn new methods of teaching from iPads and apply in main classroom. • Teachers find it easy to identify children with learning problems and support them accordingly with remedial lessons. • There has been increased attendance of learners in UT implementing schools. • Learners have a great ability to relate what has been learnt in learning centre to classroom work.

3.	**Progress and Results**	
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		• There has been reduced learner absenteeism; e.g. before introduction of unlocking talent project at Kasungu Demonstration primary school 40 boys and 60 girls would be absent from school but with UT in place the school registers 2 boys and 5 girls on average as absent. • There is discipline in the learning Centre as children are always busy with the Ipad. • School drop- out has been minimized e.g. before UT 15 boys and 5 girls dropped out of school at Dwangwa primary school but after introduction of UT only 3 boys dropped out of school in 2015/16 academic year. On challenges, the schools were provided with 30 ipads each which are too few compared with the schools' enrolment. As an immediate mitigation solution, the UT implementing schools were provided with headphone splitters to allow more learners access the DET by working in pairs in the learning centres. The schools' and learners' progress can be easily accessed online on https://unlockingtalent.org/live. Notification on schools' performance is sent daily from Monday to Friday through email to relevant authorities.
	Please add additional outputs/ indicators as required	
3.5	**Project Outcomes** In the table below, please list your project outcome, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.	
	Outcome: *3,741 primary school children in Kasungu in standards 1 and 2 have improved learning outcomes and DET literacy through access to technology in 10 primary schools*	
	Outcome Indicator	**Progress against Planned Milestone/ Target**
	1 *Primary school children mathematics ability*	*According to the **Quarterly Monitoring and Reporting** document from Researchers (University of Nottingham and University of Malawi), the overall mean performance on Early Grade Mathematics Ability (EGMA) was 27.1% as at June 2017 compared to the target of 50%. This has been so because there has been reduced time-on-task (time that children spend on the apps) due to technological challenges. We are prioritising rapid response to technological challenges in current UT schools especially research schools to improve time on task and demonstrate learning outcomes for the current scale-up phase.*

	3.	**Progress and Results**	

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	2 Primary school children literacy ability	*Overall mean performance on Early Grade Reading Ability was 16.5% as of May 2017 against the target of 20%. This has been so because there has been reduced time-on-task (time that children spend on the apps) due to technological challenges. We are prioritising rapid response to technological challenges in current UT schools especially research schools to improve time on task and demonstrate learning outcomes for the current scale-up phase.*	
	3 Total number of people benefitting directly from the project	*7,011 people (i.e. 3,600 males and 3,411 females) have benefitted directly from the UT project. These comprise 6,318 standard 1 and 2 learners (3,289 boys and 3,029 girls); 4 Primary Education Advisors (3 males and 1 female); 268 in-service teachers (89 males and 179 females); 105 pre-service teachers (79 males and 26 females); 43 TTC lecturers (33 males and 10 females); and 273 SMC/PTA/Mother group members (107 males and 166 females).* *This is against the target of 7721(3,987 males and 3,734 females) It is expected that the target will be reached by end of September 2018*	
	4 Total number of people indirectly benefitting from the project	*14,084 people benefitted indirectly from the project. These comprised 6,978 males and 7,106 females from communities surrounding the 11 schools.* *This is against the target of 13,363 (6,805 males and 6,558 females).*	
	Please add additional indicators as required		
3.6	**Project Impact** In the table below, please list each of your project outcomes, and provide further detail on your progress and results over this reporting period. Please describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should be supported with evidence (such as links to monitoring data, case studies, web-based information, reports etc) where possible.		
	Project Impact: *Attainment of core competencies in primary school age children in Malawi*		
	Impact Indicator	**Progress against Planned Milestone/ Target**	
	1 *Literacy rate*	According to the **Quarterly Monitoring and Reporting** document from Researchers (University of Nottingham and University of Malawi) the literacy rate is at 19.0% against the target of 20%. The slight reduction is because there has been reduced time-on-task (time that children spend on the apps) due to technological challenges. We are prioritising rapid response to technological challenges in current UT schools especially research schools to improve time on task and demonstrate learning outcomes for the current scale-up phase.	
	2		
3.7	**Risk Management** If progress towards delivering activities and outcomes is slower than planned or there		

3. Progress and Results

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have been delays in the delivery of the project, please explain: a) What the issues have been and whether they were highlighted on your risk register? b) What actions have been taken in response to these issues?

Issue/ Risk	On risk register?	Action Taken	Outcome
N/A			
Theft of learning centre equipment	Yes	Sensitize communities to have security people at the schools	Schools have security people in place.
		Installation of security lights at learning centres	Security lights installed at learning centres.
		Provision of alarm locks for learning centres.	Alarm locks provided for learning centres.
Please add additional issues as required			

4. Sustainability

4.1 Partnerships

Provide a brief description of the roles and responsibilities of all partners, including in M&E. Have roles and responsibilities changed or evolved? Please provide a brief assessment of your partnership, including its strengths, areas for improvement and how this will be addressed. This section should be completed by lead partners based in Scotland and Malawi.

Overall the partnership is working well and the roles and responsibilities are progressing well as envisaged. The strength of the partnership has been reinforced through constant participation and monitoring of the project activities which has enabled positive results to be seen as per reports from the Primary Education Advisors and Education Inspectors from Kasungu district. The reinforcement has also been contributed through the learning visit to Scotland by two teachers from Kasungu district to Coaltown of Balgonie and Stockbridge primary schools where they shared and learnt how their counterparts use technology in teaching and learning in particular and how education system works in general.

The unlocking talent programme has been expanded to 11 more districts and 100 primary schools due to funding from other donors such as Royal Norwegian Embassy, Comic Relief, DfID and Unicef because of the evidence of success of the learning gains the learners are getting from the unlocking talent project.

The Malawi Scotland Partnership Education strand meeting and 2018 annual symposium was another great opportunity for various stakeholders to learn about the project and its partnership approach

➢ VSO - provides technical support, project management and administrative

	support, collaborates with all other stakeholders to achieve results.
	➢ One billion - provides software and education pedagogy and development of real-time monitoring system for DET. ➢ Ministry of Education, Science and Technology (MoEST) - ensures the project is embedded and adopted at all levels in the education system. ➢ University of Nottingham in conjunction with University of Malawi - Support M&E of the project and undertake research on projects innovation areas to gather robust evidence on the impact of DET on educational outcomes that can inform future replication and scale up. ➢ The Unlocking Talent through Technology initiative has recently been approved for institutionalization within the Ministry of Education Science and Technology as one of the approaches for delivery of basic education in Malawi which is a fundamental milestone towards the scale-up phase of the initiative envisaged to commence in 2018/19 to reach more primary schools in Malawi. As a way forward, VSO and Ministry of Education, Science and Technology will from April 2018 co-manage the programme through the establishment of Programme Management Unit within MoEST; and integration of UT as a teaching and learning approach in National Education Policy Frameworks Structures and Functions, District Education Management Structures and Functions as well as in School/Community Structures and Functions.
4.2	**Exit Strategy** Describe the key components of your exit strategy and outline progress towards achieving it. Provide any other achievements or progress towards ensuring that your project remains sustainable in the longer term (including in relation to local ownership and capacity, and resourcing). Describe any challenges and how these will be addressed.
	The establishment of a National Steering Committee and District Steering Committees in all 12 targeted districts including Kasungu to run the affairs of Unlocking Talent project; Capacity building of Primary Education Advisors, Head teachers, in-service teachers, Education Inspectors, School Management Committee members and TTC lecturers is a strategy that has been used to sustain the project at national and district level. In terms of transferring the management from VSO to MoEST discussions are focused around integration into teacher and school management KPIs and a number of key success factors have been identified; accountability/monitoring, inspection, head teacher leadership, adequate staffing and teachers motivation, school feeding programme. Schools' ability to incorporate issues to do with Unlocking Talent project into School Improvement Plans is a welcome development towards sustaining the project. All eleven UT Schools in Kasungu have incorporated UT in their school improvement plans. The involvement of Community leaders and various committees like Parent – Teacher Association, School Management Committee and Mother Groups is of paramount importance in ensuring that the learning centres and all equipment are kept safe,

	learners are encouraged to go to school at all times, and that the learning centres are fully utilised.

5.	**Learning and Dissemination**
5.1	**Lessons Learned** Describe briefly any lessons learned during this reporting period, and how it will influence the project and your work moving forward.
	• Teacher role is simplified because apps provide all resources required and children are in small groups in the learning centres. • Children are better behaved, more punctual, more attentive, and more motivated when in the learning centres. • Teachers are learning new teaching techniques from the material in the apps and sometimes use them in their usual classroom lessons. • It is easier to teach mixed abilities with the intervention. This will enable easy institutionalization of the project within Ministry of Education, Science and Technology because of the positive results realized from the project as indicated in the final evaluation report.
5.2	**Innovation and Best Practice** Summarise briefly any examples of innovations/ innovative approaches or best practice demonstrated by your project during this reporting period. Please explain why these are innovative or best practice, and detail any plans to share these with others.
	The use of headphone splitters has enabled more learners' access digital education technology and working in pairs to support one another thereby maximising learning. The inclusion of learners with special needs in the project has seen them making improvements in mathematics and reading. An initiative was made to have head teachers visit Montfort College of Special Needs Education to learn how such learners could be identified and what best teaching and learning approaches could be used to support them. There are plans to have teachers in Kasungu UT implementing primary schools to be trained on the same. There are also plans to have solar projectors for teaching the learners the mathematics and Chichewa concepts in the ipads in the main classroom, reaching a large number of learners at once. This will be subject to availability of funding.
5.3	**Dissemination** Summarise briefly your efforts to communicate project lessons and approaches to others (e.g. local and national stakeholders in Scotland and Malawi, academic peers etc). Please provide links to any learning outputs.
	Attendance of all Malawi and Scotland Partnership (MaSP) strand meetings for education and annual symposia has enabled the project lessons to be shared through the MaSP newsletter to stakeholders in Scotland and Malawi. The learning visit to Scotland by two teachers from Kasungu district to Coaltown of Balgonie and Stockbridge primary schools was very instrumental in that the teachers shared and learnt how their counterparts use technology in teaching and learning in particular and how education system works in general.

5.	**Learning and Dissemination**
	The holding of Annual Teacher meetings, Open day events, District Steering Committee and National Steering Committee meetings has also enabled stakeholders to learn and appreciate progress of the project.
	Nottingham University and University of Malawi carried out an evaluation of the project whose results were disseminated to relevant stakeholders and potential donors. This has resulted in Royal Norwegian Embassy and KfW from Germany to commit supporting the unlocking talent phase II project which runs from April 2018 to March 2021.
5.4	**Wider Influence** Briefly describe any intended or unintended influence on development outcomes beyond your project. For example influence on local and national policy, contribution to debate on key development issues, uptake by other projects etc.
	Unlocking Talent project has also attracted funding from the Royal Norwegian Embassy in Malawi, Comic Relief, UK Department for International Development (DFID), and UNICEF. Furthermore, the UTT project benefited from the visit by the Partnership Manager from Scotland, who visited Malawi in January 2018. She provided technical support to the team during development of a proposal and also visited three UT schools in Kasungu district namely Chankhanga, Suza and Dwangwa primary schools to appreciate how the project is impacting on the lives of standard 1 and 2 learners.

6.	**Financial Report**
	The narrative report below should be provided in conjunction with the Budget Spreadsheet report (see Annex 2). Please fill in the Budget Spreadsheet to: (a) confirm actual spend for the year and justify any significant disparities between programmed expenditure and actual expenditure within the financial year, (b) detail programmed spend for next year. Please note that any carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31st of the current financial year.
6.1	**Project Underspend** Please note whether the project has reported a significant underspend, and whether the Scottish Government has agreed to this being carried forward. If this has been agreed, please provide copies of or links to relevant correspondence. Please indicate whether the underspend is the result of currency fluctuations or other issues with project delivery.
	The overall expenditure of the project is at 100%. The budget for three years was £600,000 and £598,449.75 was spent leaving a small variance of £1,550.73 as per the attached financial report. This will be carried forward into the project extension period.
6.2	**Cost Effectiveness and Efficiency** Please detail any efforts by the project to reduce project costs, whilst maintaining the quality of the project – for example through managing projects costs, efficient resourcing, working with and learning from others etc.
	Efforts were made to reduce project costs through co-funding of similar activities under Scottish Government, Comic Relief, Unicef and Royal Norwegian Embassy such as National Steering Committee meetings, Unlocking Talent meetings and

	training of TTC Core team, Education Inspectors and Primary Education Advisors. This allowed learning best practices from others.
6.2	**Co-finance and Leverage** Please provide details of any co-finance or leverage that has been obtained for the project during the reporting period, including how the funds/ resources will contribute to delivering more and/or better development outcomes.
	There was central cost sharing in the implementation of the unlocking talent project such as monthly UT meetings, National Steering Committee meetings. During UT phase II, VSO will co-manage the project with Ministry of Education, Science and Technology with funding from Royal Norwegian Embassy and KfW from Germany.

7.	**IDF Programme Monitoring**

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

1. IDF Programme – Poverty and Vulnerability (compulsory)

1.1 — Indicator 1.1 Total number of people directly benefitting from the project

Baseline	Female	Male	Total	Brief description (e.g. small-holders)
0	3411	3600	7011	Standard 1 and 2 learners; PEAs; in-service and pre-service teachers; and TTC lecturers.

State the evidence that supports the progress described

These are the people who accessed the Digital Education Technology from 11 UT implementing primary schools in Kasungu.

1.2 — Indicator 1.2 Total number of people indirectly benefitting from the project

Baseline	Female	Male	Total	Brief description (e.g. small-holders)
0	7106	6978	14084	Local community leaders and parents

State the evidence that supports the progress described

These attended the UT sensitization meetings.

2. IDF Programme – Civic Governance and Society (optional)

2.1 — Indicator 2.1 Number of formal legal institutions supported to improve citizens' access to justice and human rights

Baseline		Total		Brief description (e.g. paralegal service)

State the evidence that supports the progress described

2.2 — Indicator 2.2 Number of people who have directly benefitted from improved access to judicial and paralegal services

Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. widows)

State the evidence that supports the progress described

2.3 — Indicator 2.3 Number of organisations with increased awareness of good governance and human rights

7.   IDF Programme Monitoring

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	Baseline		Total	Brief description (e.g. paralegal service)
	State the evidence that supports the progress described			

2.4	Indicator 2.4 Number of people with increased awareness of good governance and human rights			
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	State the evidence that supports the progress described				

2.5	Indicator 2.5 Number of people who are engaged in advocacy for improving citizens' rights			
	Baseline	Female	Male	Total	Brief description (e.g. small-holders)
	State the evidence that supports the progress described				

	3. IDF Programme – Education (optional)			
3.1	Indicator 3.1 Number of schools with improved management and resourcing for provision of quality education			
	Baseline		Total	Brief description (e.g. primary school)
	0		11	Primary schools
	State the evidence that supports the progress described			
	11 Primary schools were installed with technology and monitoring equipment			
3.2	Indicator 3.2 Number of children/ learners benefitting from improved management and resourcing of schools			
	Baseline	Female	Male	Total	Brief description (e.g. girls, visually-impaired)
	0	3029	3289	6318	Standard 1 and 2 learners
	State the evidence that supports the progress described				
	These are standard 1 and 2 learners that accessed digital education technology at 11 primary schools.				
3.3	Indicator 3.3 Number of people trained in improved school inspection and/ or improvement services			
	Baseline	Female	Male	Total	Brief description (e.g. government staff)
	0	2	4	6	Primary Education Advisors and Education Inspectors
	State the evidence that supports the progress described				
	Four Primary Education Advisors i.e. 3 males and 1 female were trained on how to support UT using the National Education Standards; 2 Education Inspectors i.e. 1 male and 1 female were trained on use of National Education Standards to inspect UT in primary schools in Kasungu.				
3.4	Indicator 3.4 Number of new teachers qualified to provide quality education that is safe, equitable and accessible to all children			
	Baseline	Female	Male	Total	Brief description (e.g. primary)
	State the evidence that supports the progress described				
3.5	Indicator 3.5 Number of people entering into higher education			

7. IDF Programme Monitoring

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. secondary, vocational)
	State the evidence that supports the progress described						

4. IDF Programme – Health (optional)

4.1	Indicator 4.1 Number of health professionals with up-to-date skills, knowledge and qualifications in essential healthcare				
	Baseline	Female	Male	Total	Brief description (e.g. nurses)
	State the evidence that supports the progress described				

4.2	Indicator 4.2 Number of women who have access to improved maternal and neonatal healthcare services		
	Baseline	Total	Brief description
	State the evidence that supports the progress described		

4.3	Indicator 4.3 % births assisted by a skilled provider		
	Baseline	Total	Brief description
	State the evidence that supports the progress described		

4.4	Indicator 4.4 Number of people directly reached by improved essential health services					
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria)
	State the evidence that supports the progress described					

4.5	Indicator 4.5 Number of people who have access to improved essential health services					
	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. maternal health)
	State the evidence that supports the progress described					

4.6	Indicator 4.6 Number of institutions with improved essential health services		
	Baseline	Total	Brief description (e.g. district clinic)
	State the evidence that supports the progress described		

4.7	Indicator 4.7 Number of people with increased awareness of determinants of health

7. IDF Programme Monitoring

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

	Baseline	Adult Female	Adult Male	Child Female (< 18 yrs)	Child Male (< 18 yrs)	Total	Brief description (e.g. malaria prevention)
	State the evidence that supports the progress described						

5. IDF Programme – Sustainable Economic Development (optional)

5.1 Indicator 5.1 Number of people supported to establish or improve business/ economic activities

Baseline	Female	Male	Total	Brief description (e.g. agriculture marketing)
State the evidence that supports the progress described				

5.2 Indicator 5.2 Number of people accessing credit

Baseline	Female	Male	Total	Brief description (e.g. widows)
State the evidence that supports the progress described				

5.3 Indicator 5.3 % increase in household income

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)
State the evidence that supports the progress described				

5.4 Indicator 5.4 Number of small holder farmers supported to adopt environmentally sustainable agricultural practices

Baseline	Female	Male	Total	Brief description (e.g. vegetable farming)
State the evidence that supports the progress described				

5.5 Indicator 5.5 % increase in agricultural yield

Baseline	Female	Male	Total	Brief description (e.g. maize)
State the evidence that supports the progress described				

6. IDF Programme – Renewable Energy (optional)

6.1 Indicator 6.1 Number of public institutions e.g. clinics, schools accessing renewable energy

Baseline		Total	Brief description (e.g. district clinics, schools)
0		11	Primary schools
State the evidence that supports the progress described			
11 primary schools were installed with technology and monitoring equipment.			

6.2 Indicator 6.2 Number of households accessing renewable energy

Baseline	Female	Male	Total	Brief description (e.g. solar)
State the evidence that supports the progress described				

	7.	**IDF Programme Monitoring**		

The list of IDF programme indicators are listed below. With reference to Q46 on your application form, please report on progress for the IDF programme indicators that you have committed to tracking in your original proposal, including the 'Poverty and Vulnerability Indicators', which are obligatory for all Scottish Government funded projects.

6.3	Indicator 6.3 Number of individual lamps/ lanterns sold		
	Baseline	Total	Brief description (e.g. lantern)
	State the evidence that supports the progress described		

6.4	Indicator 6.4 Number of community based 'mini-grids' that have been established		
	Baseline	Total	Brief description
	State the evidence that supports the progress described		

Annex 1: Guidance Notes: End of Year Report

• This report is to be completed by all project managers/leaders at the end of the financial year. • Please complete this form electronically. • Once complete please send this reporting form, by email to your Scottish Government project manager. • The report should be submitted by the end of April following the financial year to which the report relates.	

Question	Guidance
Basic Project Information	
1.1	The project reference number was given to you by the Scottish Government in your grant offer letter – please refer to it in all correspondence. This is a number unique to your project and helps the Scottish Government track information relating to your project within the system.
1.2	Insert the financial year for which you are reporting
1.3	Insert the year of your project (i.e. Year 1, 2 or 3)
1.4	Insert the name of your lead organisation responsible for managing the grant (based in Scotland). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.5	Insert the names of your partner organisations in Scotland and Partner countries. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.6	Insert the name of your project in the space provided. This should correspond with the name given in your grant offer letter. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.7	Provide a brief project description as per your grant offer letter.
1.8	Insert the geographical area in which your project is being implemented. Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.9	Insert start and end dates. The start date is the date you received your first tranche of funding.
1.10	Insert the total project budget (including funding from other sources). Please make a note if this has changed during this financial year. Reasons for changes should be reported in section 3.
1.11	Insert the total amount of funding received through the IDF for this project.
1.12	Indicate the theme that your project addresses (tick as many boxes that apply.)
1.13	Confirm that supporting documentation has been included with your report. Please tick those boxes that apply. Confirm whether any changes have been made to the logical framework, and whether the LF submitted has been approved by the Scottish Government (or is pending approval). **Reports that do not include all required documentation will not be considered complete**.
1.14	Please reference previous (actionable) feedback that you have received in your last MY and EY report, and describe any action that has been taken in response/ since then.
1.15	Insert the date that your report was produced.
1.16	Insert the names and positions of the key person(s) involved in preparing your report.
1.17	It is essential that you let us know if any of your contact details have

	changed, either in Scotland or in Malawi.
Project Relevance	
2.1	Provide a brief update on the context in which your project is working, and describe briefly how your project remains relevant to your project beneficiaries.
2.2	Working towards gender equity and social inclusion is considered essential to any projects funded through the IDF. Please describe briefly how your project is delivering this.
2.3	Please describe briefly how beneficiaries are engaging with the project (if at all) and what effect that is having, as well as any challenges in engaging with them.
Progress and Results	
3.1	If your Project has changed significantly in the focus of its delivery since your last report, please explain how and why, attaching copies of all relevant correspondence you have had with the Scottish Government about this. Please also describe and explain any changes to basic project information here.
3.2	If your Logical Framework has changed over the last Financial Year please detail and explain these here. This enables us to more quickly understand the changes and your progress, based on the most up-to-date information.
3.3	An update on any delays or challenges in monitoring will help us to understand the information presented in the report and logframe.
3.4	**For this question you will need to refer back to your most up-to-date APPROVED logical framework**. Looking again at the *output indicators* outlined, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome. This should include a narrative (where relevant) as well as quantitative data – indicating clearly the milestones (including dates) and progress to date using the same measurement unit (e.g. number/ percentage) provided for the baseline etc. should be outlined using a percentage or number. E.g. By end March 2016, 5 wells have been dug in the last year against a milestone target of 4.
3.5	**For this question you will need to refer back to your most up-to-date APPROVED logical framework**. Looking again at the *outcome indicators* outlined in your original application, please comment on the progress made towards achieving these during the reporting period, including any challenges and how these were overcome.
3.6	**For this question you will need to refer back to your most up-to-date APPROVED logical framework**. Please comment on the overall impact of the project to date, including any challenges and how these were overcome.
3.7	If progress towards delivering activity and outcomes has been slower than planned, please use this space to indicate the reasons why and whether any of the risks outlined in your application have impacted on the project.
Sustainability	
4.1	Provide a brief update on how your partnership is working and evolving.
4.2	Detail briefly your progress towards ensuring that your project will be sustainable in the longer term. We would like you to refer back to your exit strategy in your application form) as well as reflect on other elements of sustainability.
Learning and Dissemination	
5.1	The Scottish Government is very interested to hear of lessons you may have learnt during any aspect of the project and may use your experience in future policy consideration.

5.2	The Scottish Government is very interested to hear of any innovations or examples of best practice, and how projects are sharing good practice more widely.
5.3	The Scottish Government would like to know how the work of the project is being communicated more widely to a range of stakeholders in Scotland and beyond.
5.4	The Scottish Government would like to know if your project (whether intended or unintended) is likely to have an influence on policy.
Financial Reporting	
6	**For this question, you will also need to complete the summary page of the budget spreadsheet**. Please use the budget headings on the spreadsheet to provide a detailed breakdown of actual expenditure incurred during the financial year to which this report relates, against expenditure planned as well as expected expenditure for the next financial year. Please outline any reasons for any discrepancy in the budget spend. *N.B If the budget spend is more than 10% different from the original estimate please use the additional tabs on the budget spreadsheet to provide more detail.*
6.1	It is important for us to understand and learn from how projects budget, including reasons for underspend.
6.2	The Scottish Government is interested in how projects are working efficiently and effectively.
6.3	Please detail if the project has succeeded in sourcing additional funds to enable it to extend its work.
IDF Programme Monitoring	
7	The Scottish Government needs to understand who is being reached by the IDF and how therefore it is essential that projects contribute to programme monitoring.

Annex 2: Budget Spreadsheet Report